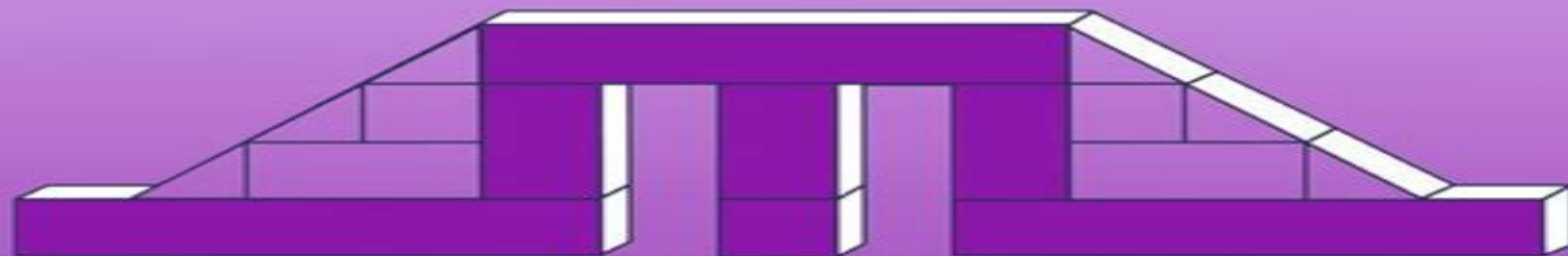


# The Role of Moral Reasoning on Socioscientific Issues and Discourse in Science Education

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# Role Of Moral Reasoning On Socioscientific Issues And Discourse In Science Education

**Sandra K. Abell, Norman G. Lederman**



## **Role Of Moral Reasoning On Socioscientific Issues And Discourse In Science Education:**

**The Role of Moral Reasoning on Socioscientific Issues and Discourse in Science Education** Dana Lewis Zeidler, Lewis Zeidler, 2003-07-31 This book is the first in the field to directly address moral reasoning and socioscientific discourse It provides a theoretical framework to rethink what a functional view of scientific literacy entails by examining how nature of science issues classroom discourse issues cultural issues and science technology society environment case based issues contribute to developing habits of mind about socioscientific content The philosophical psychological and pedagogical considerations underpinning the role of moral reasoning and the status of socioscientific issues in science education have been succinctly expressed and elucidated in this book Science teachers teacher educators researchers curriculum designers politicians and organizations interested in educational and political reform should find this volume very relevant and important for their missions The extensive coverage of topics makes this book excellent for both theoretical and practical purposes *The Role of Moral Reasoning on Socioscientific Issues and Discourse in Science Education* Dana L. Zeidler, 2007-04-29 This is the first book to address moral reasoning and socioscientific discourse It provides a theoretical framework to reconsider what a functional view of scientific literacy entails by examining how nature of science issues classroom discourse issues cultural issues and science technology society environment case based issues contribute to habits of mind about socioscientific content The text covers philosophical psychological and pedagogical considerations underpinning moral reasoning as well as the status of socioscientific issues in science education Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community *A Moral Inquiry into Epistemic Insights in Science Education* Dana L. Zeidler, 2024-09-04 This edited volume reveals a reflective culmination of the Socioscientific Issues SSI framework that examines past present and future trends along with advances in the field of science education It presents for the first time what the precursors and nascent features of the framework

entailed and examines the underlying presuppositions that have guided this research program as it matured into present day conceptualizations and cutting edge advances of the SSI framework along with implications for the future More precisely the volume examines what the impetus was for the factors preceding the framework how it came to be formalized into a conceptual and theoretical framework the philosophical sociological and psychological underpinnings of the framework its role with respect to moral education in the context of science education and what it means to pursue moral inquiry and epistemic insight in the practice of science teaching and learning through SSI It offers global insights and perspectives of trends related to SSI from 40 scholars representing 16 nations

**Handbook of Research on Science Education** Sandra K. Abell, Norman G. Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org>

**Argumentation in Science Education** Sibel Erduran, María Pilar Jiménez-Aleixandre, 2007-12-14 Educational researchers are bound to see this as a timely work It brings together the work of leading experts in argumentation in science education It presents research combining theoretical and empirical perspectives relevant for secondary science classrooms Since the 1990s argumentation studies have increased at a rapid pace from stray papers to a wealth of research exploring ever more sophisticated issues It is this fact that makes this volume so crucial

**Socioscientific Issues-Based Instruction for Scientific Literacy Development** Powell, Wardell A., 2020-09-11 Socioscientific issues require individuals to use moral and ethical considerations to help in their evaluation of evidence and decision making entailing controversial scientific phenomena Such issues include genetic engineering and biotechnology Socioscientific issues pedagogy has the potential to enhance students overall conceptual understanding of scientific phenomena that affect the daily lives of people across the globe Socioscientific Issues Based Instruction for Scientific Literacy Development is a critical scholarly publication that examines the development of a research based integrated socioscientific issues pedagogy for use in the K 12 system teacher education preparation and informal education centers The publication focuses on science education researchers and pre service and in service teachers abilities to design and implement meaningful learning opportunities for students to use rationalistic intuitive and emotive perspectives as they

engage in information reasoning on scientific topics such as climate change and CRISPR that are of utmost importance Teachers in the K 12 system and informal education settings will be able to use this text to enhance scientific literacy among their students Instructors in teacher preparation programs will be able to use this research based text to improve pre service and in service teachers abilities to use socioscientific issues pedagogy to enhance scientific literacy among K 12 students Additionally audiences including researchers administrators academicians policymakers and students will find this book beneficial for their studies Socio-scientific Issues in the Classroom Troy D. Sadler, 2011-05-11 Socio scientific issues SSI are open ended multifaceted social issues with conceptual links to science They are challenging to negotiate and resolve and they create ideal contexts for bridging school science and the lived experience of students This book presents the latest findings from the innovative practice and systematic investigation of science education in the context of socio scientific issues Socio scientific Issues in the Classroom Teaching Learning and Research focuses on how SSI can be productively incorporated into science classrooms and what SSI based education can accomplish regarding student learning practices and interest It covers numerous topics that address key themes for contemporary science education including scientific literacy goals for science teaching and learning situated learning as a theoretical perspective for science education and science for citizenship It presents a wide range of classroom based research projects that offer new insights for SSI based education Authored by leading researchers from eight countries across four continents this book is an important compendium of syntheses and insights for veteran researchers teachers and curriculum designers eager to advance the SSI agenda

*Chinese Science Education in the 21st Century: Policy, Practice, and Research* Ling L. Liang, Xiufeng Liu, Gavin W. Fulmer, 2016-08-16 This book provides an overview of science education policies research and practices in mainland China with specific examples of the most recent developments in these areas It presents an insiders report on the status of Chinese science education written primarily by native speakers with first hand experiences inside the country In addition the book features multiple sectional commentaries by experts in the field that further connect these stories to the existing science education literature outside of China This book informs the international community about the current status of Chinese science education reforms It helps readers understand one of the largest science education systems in the world which includes according to the Programme for International Student Assessment the best performing economy in the world in science math and reading Shanghai China Readers gain insight into how science education in the rest of China compares to that in Shanghai the ways Chinese science educators teachers and students achieve what has been accomplished what Chinese students and teachers actually do inside their classrooms what educational policies have been helpful in promoting student learning what lessons can be shared within the international science education community and much more This book appeals to science education researchers comparative education researchers science educators graduate students state science education leaders and officers in the international communities It also helps Chinese students and faculty of science

education discover effective ways to share their science education stories with the rest of the world      *Socioscientific Issues Focused Teacher Education* Bahadır Namdar,Engin Karahan,2024-03-30 This book explores place based pedagogies in the context of socioscientific issues in Türkiye From local and global contexts it delves into research based learning activities for science teacher educators offering insights to educators worldwide The book aims to empower teachers to provide students with learning experiences centered on local socioscientific issues essential for developing scientifically literate citizens Each chapter showcases effective practices focusing on local topics like gold mining nuclear power plants and river pollution By incorporating socioscientific elements into science lessons teachers are encouraged to foster students responsibility values argumentation critical thinking and awareness Emphasizing the crucial components of place basedness and relevancy of SSI learning environments students are guided towards more sophisticated ways of conceptualizing and resolving SSI The intended audience includes science teacher educators researchers and educators devoted to engaging students in meaningful socioscientific learning experiences      **EBOOK: Developing Scientific Literacy: Using News Media in the Classroom** Ruth Jarman,Billy McClune,2007-03-16 This is an excellent source of ideas on using the media to enrich science teaching and engage pupils It contains numerous ideas on using newspapers and other sources in science and how to encourage young people to read them carefully and critically Prof Jerry Wellington School of Education University of Sheffield UK Throughout the book all the ideas content suggestions and arguments are supported by in depth research and solid referencing making this an authoritative yet eminently readable reference volume for current and would be secondary science teachers School Science Review Science related news stories have great potential as a resource for teaching and learning about science and its impact on society By demonstrating the relevance of the subject in everyday life they can form a valuable bridge between the school classroom and the real world Worldwide those advocating science education reform stress the need to promote scientific literacy among young people and typically this includes equipping students to critically engage with science reports in the media However very little guidance exists for those who wish to do so Developing Scientific Literacy addresses this gap offering a much needed framework for teachers wishing to explore science in the media in secondary schools or colleges It suggests how teachers across a number of subject areas can collaborate to promote among young people an aptitude and ability to engage thoughtfully with science in the media Drawing on research and development work the authors Describe key characteristics of science news reporting Discuss its potential as a resource for teaching and learning about science and for developing young people s criticality in respect of such reports Identify appropriate instructional objectives and suggest activities through which these might be achieved This timely book is a source of valuable ideas and insights for all secondary science teachers It will also be of interest to those with responsibilities for initial teacher training and continuing professional development      *Methodological Approaches to STEM Education Research Volume 4* Peta J. White,Russell Tytler,Joseph Paul Ferguson,John Cripps Clark,2023-09-21 The methodological explorations offered in this book and indeed the book series

enable considerations of how research practices have profound implications for the purpose and nature of education. Methodological complexity and context specificity along with a need to ensure research participant consideration are revealed through thirteen chapters. These considerations continue to change the landscape of educational research particularly in the areas of mathematics, health, and environmental education research. The authors featured in this volume think critically about education research design and practice as part of a considered and robust discussion of education research theory and practice that will inform and shape education systems in the future. Chapters explore co-design with teachers, researching for system change, the ethics of netnography, principles and practices of literature review, and post-qualitative inquiry with overviews and practices, arts-based and interdisciplinary methodologies, self-study and auto-ethnography.

**Exploring the Landscape of Scientific Literacy** Cedric Linder, Leif Östman, Douglas A. Roberts, Per-Olof Wickman, Gaalen Ericksen, Allan MacKinnon, 2010-10-04. Scientific literacy is part of national science education curricula worldwide. In this volume, an international group of distinguished scholars offer new ways to look at the key ideas and practices associated with promoting scientific literacy in schools and higher education. The goal is to open up the debate on scientific literacy particularly around the tension between theoretical and practical issues related to teaching and learning science. Uniquely drawing together and examining a rich, diverse set of approaches and policy and practice exemplars, the book takes a pragmatic and inclusive perspective on curriculum reform and learning and presents a future vision for science education research and practice by articulating a more expansive notion of scientific literacy.

*Towards a Convergence Between Science and Environmental Education* Justin Dillon, 2016-10-14. In the World Library of Educationalists, international scholars themselves compile career-long collections of what they judge to be their finest pieces: extracts from books, key articles, salient research findings, major theoretical and practical contributions, so the world can read them in a single, manageable volume. Readers thus are able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself. Internationally recognized for his research on environmental education, science engagement, learning outside the classroom, and teacher identity and development, in this volume Justin Dillon brings together a thoughtfully crafted selection of his writing representing key aspects of his life and work leading to his current thinking on the need for a convergence of science and environmental education. The chapters are organized around 7 themes: On Habitus, On methodological issues, Developing theories of learning, identity and culture, Challenges and opportunities, science, the environment and the outdoors, Classroom issues, the emergence of Science, Environment, Health, Science engagement and communication, Science, environment and sustainability.

**What Really Works in Elementary Education** Wendy W. Murawski, Kathy Lynn Scott, 2015-02-18. Research-Based Practical Strategies for Every Teacher. In an age of information overload, do you ever wish you could find one resource that would allow you to quickly gain insight into a variety of cutting-edge practices in elementary education? You're holding it at your fingertips. What

Really Works in Elementary Education compiles the advice of experts who not only understand the research behind certain educational practices but also have experience working in elementary classrooms Each user friendly chapter focused on a topic vital to elementary educators presents information in a straightforward way to help you learn what works and what does not work with students today Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel approaches to classroom management and strategies to engage students Chapters focused on effective methods for teaching within content areas Practical tips for reaching all learners including ELLs students with autism and gifted students Useful reproducibles and resources for every topic area Never before has so much valuable information been presented so simply and effectively in one resource Are you ready to focus on what works best

**Teaching Methods in Science Subjects Promoting Sustainability** Eila Jeronen,2018-04-03 This book is a printed edition of the Special Issue Teaching Methods in Science Subjects Promoting Sustainability that was published in Education Sciences

**Globalisation and Education Reforms** Joseph Zajda,2018-02-27 This book explores the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in light of recent shifts in quality and standards driven education and policy research The book critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally With this as its focus the book s individual chapters highlight hand picked scholarly research on major discourses in the field of comparative education A compendium of the very latest thinking on the subject the book like the other volumes in the series offers a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture they also outline future directions that education and policy reforms could take By doing so they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research they address globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change As such they provide an informed critique of models of quality and standards driven education reforms that are informed by Western dominant ideologies and social values

**Looking to the Future** Derek Hodson,2011-10-25 In advocating an action oriented and issues based curriculum this book takes the position that a major but shamefully neglected goal of science and technology education is to equip students with the knowledge skills attitudes and values to confront the complex and often ill defined socioscientific issues they encounter in daily life as citizens in an increasingly technology dominated world carefully critically confidently



and responsibly In outlining proposals for addressing socioscientific issues through a curriculum organized in terms of four increasingly sophisticated levels of consideration the author adopts a highly critical and politicized stance towards the norms and values that underpin both scientific and technological development and contemporary scientific engineering and medical practice criticizes mainstream STS and STSE education for adopting a superficial politically na ve and hence educationally ineffective approach to consideration of socioscientific issues takes the view that environmental problems are social problems occasioned by the values that underpin the ways in which we choose to live and urges teachers to encourage students to reach their own views through debate and argument about where they stand on major socioscientific issues including the moral ethical issues they often raise More controversially the author argues that if students are to become responsible and politically active citizens the curriculum needs to provide opportunities for them to experience and learn from sociopolitical action The relative merits of direct and indirect action are addressed notions of learning about action learning through action and learning from action are developed and a case is made for compiling a user friendly database reflecting on both successful and less successful action oriented curriculum initiatives Finally the book considers some of the important teacher education issues raised by this radically new approach to teaching and learning science and technology The book is intended primarily for teachers and student teachers of science technology and environmental education graduate students and researchers in education teacher educators curriculum developers and those responsible for educational policy The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education University of Toronto Adjunct Professor of Science Education at the University of Auckland and Visiting Professor of Science Education at the University of Hong Kong His research interests include considerations in the history philosophy and sociology of science and their implications for science and technology education STSE education and the politicization of both students and teachers science curriculum history multicultural and antiracist education and teacher education via action research

**International Handbook of Research in History, Philosophy and Science Teaching** Michael R.

Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a

locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia

**Critique in Design and Technology Education** P John Williams, Kay Stables, 2017-02-21 This book addresses notions of critique in Design and Technology Education facilitating a conceptual and practical understanding of critique and enabling both a personal and pedagogical application to practice Critique can be a frame of mind and may be related to a technology product process or material In a holistic sense critique is an element of a person's technological literacy a fundamentally critical disposition brought to bear on all things technological This book provides a reasoned conceptual framework within which to develop critique and examples of applying the framework to Design and Technology Education The book builds on The Future of Technology Education published by Springer as the first in the series Contemporary Issues in Technology Education In the 21st century an age of knowledge students are called upon to access analyse and evaluate constantly changing information to support personal and workplace decision making and on going innovation A critical Design and Technology Education has an important role to play providing students with opportunities to integrate economic environmental social and technological worlds as they develop and refine their technological literacy Through the design and development of technology they collaborate evaluate and critically apply information developing cognitive and manipulative skills appropriate to the 21st century Critique goes beyond review or analysis addressing positive and negative technological development This book discusses and applies this deeper perspective identifying a clear role for critique in the context of Design and Technology Education

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